

The CAA project established in April 2014 to review the spate of dual flight training accidents is ongoing but has produced an interim report based on its findings so far. There were 27 identifiable areas of concern but these fell under one overarching theme with four major subsets. The overarching theme is accountability. The four subsets are: Supervision, Training Model, Record Keeping and Type Ratings.

The following lists the major subsets first then summarizes the overall accountability theme.

Supervision

Supervision must be transparent, documented and meaningful.

- direct and indirect
- one primary supervisor holding responsibility and accountability for the supervision
- 'mentor' supervised C Cat don't just 'box tick'
- document the supervision

A finite instructor group with one instructor responsible for oversight of a student's training programme.

- each student pilot must have only one instructor responsible for him/her
- each instructor may have a small number of student pilots for whom they are responsible

Instructors presenting candidates for examination to attend debriefing.

- candidates only hear what they want to hear in a debrief so it is essential that the responsible instructor attends examiner debriefs to understand the areas that may need to be focused on

Flight test certification signing for examination.

- instructors must take ownership of their candidate and sign that 'Blogs has completed his/her training and I assess him/her as competent to sit this test'
- the instructor is responsible and therefore accountable for the standard their candidate achieves

Resourcing requirements.

- before tasking a junior instructor to deliver an exercise ensure that they are 'resourced' i.e. qualified, competent and capable of completing the task

Responsibility for formative assessments not to rely on examiners flight test pass to transfer responsibility.

- all formative checks/tests/exams have been competently passed and the candidate is presented to the examiner with confidence that they have been properly prepared for the test *to the best of the instructors ability*

Training Model

Flight training organisations need to model good instructional technique.

- a sound course syllabus is established
- all necessary course material is available
- competent instructors are available
- all necessary facilities and equipment are available

Flight training programmes need to be managed and supervised by the organization. Timely interventions and active student participation in their progress is to be encouraged.

- a sound course syllabus published for all participants to see
- actively manage student progress and intervene early when problems arise
- encourage student pilots to take an active interest in 'where they are' against the syllabus

New 'C' Cats should be given a dedicated student through a complete course.

- learn responsibility of having a student's future in their hands
- see how course exercises tie together to build the end product
- understand the application of instructional technique and the learning process in action

Organisations must do a 'needs' assessment after a student or instructor break from flying to ensure they are competent to progress.

- e.g. self-funded students 'earning' breaks. Do they need 'consolidation' to regain pre-break level of competency?

Solo flights must have specific assigned objectives for student pilots to achieve.

- Consolidation of recently taught skills
- A few specific objectives

Circuit consolidation of five hours post solo.

- builds skill and confidence for more advanced exercises later in the course.

The training model must ensure that all syllabus content is covered and is documented in the training records.

- the complete syllabus is delivered and results correctly documented

Advisory Circular cross-country syllabus requirements are to be met.

Before the student is launched on solo navigation exercises ensure:

- flight navigation exam credit held
- map reading exercise complete

Record Keeping

Ensure logbooks are supervised and correctly completed.

- logbooks are a legal document so should be correctly and neatly maintained
- a training session on logbooks would go some way to improving the standard of presentation

Training records supported by logbook entries.

- organization records to show ground and flight training details

Logbook details to reflect training conducted.

- 'Details of Flight' column to show what was done e.g. not just 'circuit practice' but 'circuits. X-wind, flapless' etc

Logbook certification.

- signatures in logbooks show legal accountability. Only sign for what you know to be true

Record flight test fails in both the logbook as well as training records.

- don't try to dress up test failures as 'mock' tests. Record the test for what it was and record remedial flights likewise. There is no shame in failing to pass a flight test

Type Ratings

Minimum standards are not a maximum.

- minimum standards are not a target, competency is

Minimum prescribed time for type rating in the advisory circular is not to be considered a maximum.

- minimum prescribed time is not a target, competency is. Once type rated a pilot is entitled to exercise the privileges of PIC so for the sake of the public good ensure the pilot is competent to exercise those privileges

Ensure type rating training is conducted to a standard to exercise privileges.

- train to a level where the pilot is competent to exercise all the privileges associated with being PIC of the aircraft in all exercises

Competency is the driver not flying time/cost.

- you are accountable for the level of competence attained by the pilot being type rated. Would you be happy for your family members to fly as passengers in that aircraft with that pilot upon completion of the type rating training you have delivered?

Accountability

Overall accountability. *Has the organization done its best? Is the CEO prepared to stand in front of a coroner and state that their organization has done its best?*

Supervisor accountability. *Has the primary supervisor done their best for the new 'C' Cat? Is the primary supervisor prepared to say that they effectively supervised and mentored the 'C' Cat through their direct supervision period or just 'box ticked'?*

Instructor accountability. *Has the instructor done their best for their student? Is the instructor prepared to sign for the fact that they have delivered all the training required and that 'Blogs' is fully competent to sit the test?*

Examiner accountability. *Has the examiner checked that the candidate is fully prepared for the test with all syllabus items covered and signed for? Is the examiner prepared to say that they have examined all the paperwork presented for the flight test and not proceed if the requirements have not been met?*

Accountability loop. *Everyone with an active role in the flight training system holds accountability to a greater or lesser extent for the performance of the system. Are you playing your part?*